

THE EFFECT OF TALKING STICK STRATEGY ON STUDENTS' SPEAKING ABILITY OF ASKING AND GIVING OPINIONS

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ABSTRACT

This study aims to examine the effect of the Talking Stick strategy on students' speaking ability, specifically in the areas of asking and giving opinions. The research was conducted with a group of students, focusing on their ability to express themselves in spoken English in an academic setting. The Talking Stick strategy, which involves using a physical object (the "stick") to regulate speaking turns during discussions, was implemented as a teaching method to encourage active participation and facilitate communication among students. A pre-test and post-test design were used to measure the improvement in students' speaking skills before and after the intervention. Data analysis revealed that the Talking Stick strategy had a significant positive effect on students' abilities to ask and give opinions effectively. This research contributes to the field of language teaching by demonstrating the potential of the Talking Stick as an interactive approach to enhancing speaking proficiency, especially in the context of opinion-based interactions. The findings suggest that this strategy can be a valuable tool for educators aiming to improve students' oral communication skills

Keywords: *Talking Stick Strategy, Students' Speaking Ability, EFL Classroom*

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Introduction

Speaking is one of this skills that gives you the ability to communicate productively with others. Communication is productive when someone has a goal or desire to accomplish something, such as solving a problem, giving direction, or clarifying something (Jeffrey D. Ford, Laurie W. Ford, 2009). Being able to speak is important as a productive skill among other skills. It's not that other skills aren't important, but the ability to speak seems to be use more than others. According to Lindsay and Knight quote by Maria Rodriguez, there are several reasons why people need to talk. To express our feelings and opinions regarding approval and disapproval. To provided information on what happens and so on. (Maria Rodriguez, 2012) The Indonesian government recognizes the importance of language proficiency to the community and has set rules for learning english in indonesian schools.

According to Government Regulation of Indonesia, the position of English in Indonesia is a foreign language where English is very useful, especially in public relations. (Government Regulation of Indonesia, 2019) Furthermore, English language learning needs to be taught in every educational refer to an event in the past, present, or future, the possibility of institute because English will be tested in national examination with other subjects. (Government Regulation of Indonesia, 2013)

The main goal of English language learning in secondary school is to develop students' ability to use language to achieve communicative goals in a variety of situations, both oral and written, as stated in the curriculum. Additionally, text-based learning is used in this curriculum to teach English in Indonesia. The application of texts to the learning process also provides students with understanding and implements knowledge of facts, concepts and procedures through her four skills such as: B. Listen, read, write, speak. In fact, mastering English as a target language is not easy. Because when someone speaks, they need to know more than the rules of English grammar and meaning. (Hendra Heriansyah, 2012). According to Muhammad Hassan, students' comprehension ability can be improved through the use of the "know-want-learn" strategy, especially in increasing interpretative and literal reading comprehension. (Muhammad Hassan, 2022) Language speaking, asking questions, and giving opinions are also phrases in vocabulary and grammar. Therefore, teachers should give students a variety of sentences to make their English proficiency more fluent. Hence, some difficulties are found out in the teaching and learning process of English speaking skills in Indonesia. First, according to Nina, During their research, Urai and Dewi discovered that students at Pontianak experienced issues in asking and making comments in English. (Nina Prastuti, Urai Salam, Dewi Novita, 2013).

Based on their observation, the students experience difficulties in picking words that relate to giving an opinion. It is also similar to the writer's experience when doing teaching practice in MTs. Nurussobri Binjai. The writer found out that students are difficult for choosing the expressions to ask and to give an opinion. Also, the limited vocabulary of asking and giving opinion became another problem of the students which cause them to only use the same expression of asking and giving opinion repeatedly. Second, according to Padmadewi cited on Widiati & Cahyono, it was found that during the speaking class, most of students feel nervous due to the pressure from the tasks of speaking class. (Utami Widiati & Bambang Y. Cahyono, 2006)

The problems don't always come from the students, but teachers also have trouble teaching English skills. Based on her teaching experience at SMP Negeri 5 Tangerang Selatan, Agustina found in research that teachers struggle with choosing the right technique to teach speaking. (Tri Hanifah Agustina, 2018) She added that teachers recognize that providing engaging techniques increases interest in learning English, especially among young learners. Based on the issues already mentioned above, there are many implications for teaching and learning English skills that students perceive. For example, students do not score well in speaking, students are afraid to speak in English, and students are unable to express their opinions. In this case, it seems that the English learning process in Indonesia needs more diverse teaching strategies that help students to communicate more actively during the learning process in the classroom. This is also explained and agreed by Rahmah and Adnan.

Encouraging students to actively communicate their speech processes during lessons by asking for and expressing opinions, teachers should be able to identify and apply effective teaching strategies. (Addinu Rahmah, Aryuliva Adnan, 2017).

Zang also explained that collaborative learning is widely accepted in all kinds of language learning classrooms, so collaborative learning can help improve student productivity and performance, as well as provide more opportunities for communication. (Yan Zhang, 2010)

Basically, there are many cooperative learning strategies that can be chosen to improve students' speaking skills such as Talking Stick / Talking Chips, STAD (Student Teams Achievement Division), Jigsaw, Think Pair and Share, Group Investigation Go a Round, Make a Match, Pair Checks, Number Heads Together, Tea Party, Write Around, and Carousel. As there are many collaborative learning strategies, the authors decide to adopt talking stick as the strategy or method used in this study. This is because a number of previous studies have been conducted demonstrating that the use of the cane strategy is effective in improving students' speaking skills. According to Hanifah, her research shows that the talking stick strategy has a positive effect on improving students' speaking skills. (Hanifah Hifni, 2018)

Consistent with Hanifah's research, Hamidah agree that using a read stick strategy in teaching vocabulary is effective in improving students' vocabulary achievement. (Hamdiah Arief, 2017). Moreover, using the talking stick strategy is effective not only in terms of learning English, but also in other aspects of learning. According to Ludi Wishnu Wardana, his research shows that practicing his Talking Stick Method and Paper Plane Method has a positive effect on improving students' understanding of the Management Information System (MIS). I'm here. course. (Ludi Wishnu Wardana, 2016) From this, we can conclude that the stick strategy is one of the collaborative learning strategies that has positive effects on students in many learning aspects and processes, especially speaking.

Literature Review

When we talk about speaking, we cannot avoid talking about communication. The reason is that speaking is relate to communication. Many experts have already debate the definition of speaking as it relates to communication. Communication is the way information is pass from speaker to listener using media. (Yossita Wisman, 2017). In addition, as social parts in the environment, people need to convey their ideas and information through words and deliver the information with the purposes that the other people who listen will understand with the ideas or information that is given. According to Marium Bushra Qamar, speaking is define as a process of giving information and ideas verbally from one person to another. (Marium Bushra Qamar, 2016) Furthermore, Cameron explained that speaking is an active language used to express meaning to others so that they can understand them. (Lynne Cameron, 2005) Speaking is an active language, so speaking can also be called a complex skill. Harris define it as a complex skill that requires multiple skills and can developed dynamically. This virtue is also can be seen in writing ability. In speaking, there are some elements of speaking skills. The elements of speaking consist of grammar, vocabulary, pronunciation, comprehension, and fluency. (H. Douglas Brown, 2004)

In addition, based on Hassan Soodmand and Ahmad Asakereh, speaking skill is one of the four large scale language abilities which need to be establish for EFL / ESL learners in order to make effective communication in different context. (Hassan Soodmand Afshar & Ahmad Asakereh, 2016). When someone needs to speak, it means someone has a purpose to say. When we speak is that it has a specific purpose. Richards explained that people use speech for different purposes, and each purpose involves different abilities. (Jack C. Richards, 2002). So people already have goals as to why they tend to speak. People tend to speak to participate in conversations, to persuade others, to ask for clarification on certain information, to explain things, to tell stories, to joke. From the above statements, speech is an active language that is developed and use at varying rates to interact between speakers and listeners to exchange ideas, thoughts, information, and various goals of all kinds. It can be conclude that there is also, speaking ability consists of five components: grammar, vocabulary, pronunciation, comprehension and fluency.

2. The Element of Speaking

Speaking is a complex skill because it has many elements or components. Moreover, since there are many components to speaking, there are five aspects involved in speaking skills that should be consider in order to speak fluently. Brown explained that there are five elements that a learner or speaker should be aware of. For example fluency, pronunciation, vocabulary, comprehension and grammar. (H. Douglas Brown, 2004) These five elements usually call as the elements of speaking skill and could be use to assess oral test of speaking skills.

A. Fluency

When speaking, the goal is to speak clearly and without hesitation and to pause when speaking. Thornberry explained that fluency is the ability of people to speak at a fast pace but still understandably, with fewer paus in order to clearly convey the message of the conversation. (Scott Thornbury 2005) This means that if the speaker speaks at a steady pace with short pauses, the speaker can speak fluently but still convey information clearly. In addition, Brown agrees with Thornbury's opinion that fluent speech is when someone gives an unplanned speech, without pauses and interruptions, yet speaks fluently and very well. said. (H. Douglas Brown, 2001). However, teachers should give students opportunities to speak in the classroom so that they can practice their speaking skills. Because the more opportunities students have to speak and practice, the more they will be able to speak fluently and accurately. As Brown said, fluidity and accuracy important objectives in language teaching. (Ibid) He

add that fluency is the main objective of language teaching which is speaking skills while accuracy focuses on the elements of phonology, grammar, and students' spoken output. So, the teacher needs to give opportunities for the students to practice their speaking skills to produce the language naturally.

B. Pronunciation

It can be said that pronunciation plays an important role when speaking. The reason is that pronunciation relates to the way words and phrases are pronounced to convey information clearly. As Anna and Christine said, pronunciation plays an important role in speaking because it relates to how someone produces the sound of a word or phrase in communication. (Anna Burns, Christine C. M. Goh, 2012)

However, Marianne, Donna, and Janet argue that the purpose of teaching pronunciation is not to make learners speak like English native speakers. (Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, 2006) The reasonable and more modest purpose of teaching pronunciation is to boost students' confidence in pronouncing some words or sentences without reducing students' ability in communication. So, educators need to teach pronunciation to their learners in order to build students' confidence and make better communication.

C. Vocabulary

In teaching and learning speaking, another important element that learners should know is vocabulary. The reason why vocabulary becomes an important element in teaching and learning speaking is that vocabulary is related to the way students or learners choose appropriate words in order to achieve speaking purposes. Bogaards & Dvorkin explained that vocabulary is an essential part of language learning that learners need to know in order to achieve speaking purpose itself. (Paul Bogaards & Batia Laufer Dvorkin, 2004). In addition, students should be able to choose appropriate words in specific situations in order to make speaking meaningful. Teachers therefore have to teach vocabulary to students using some strategies or methods in order to increase students' vocabulary knowledge and give them a large vocabulary.

D. Comprehension

Comprehension is another factor for learners to consider when teaching or learning to speak. Comprehension refers to how we understand and explain what others have said to us in order to achieve the purpose of speaking. This means that understanding and speaking are linked. Because for the transfer of information to be successful and meaningful, the listener must understand the information provided by the speaker, enable the listener to respond to the speaker with the information, and communicate. Because there is a need it makes sense.

E. Grammar

Very important element in teaching and learning to speak is grammar. The reason is that grammar is the basic rules of language and includes many parts such as morphology, syntax and phonology. However, as an English learner, it is important to know the patterns of the language. This is because if the learner does not know the patterns of the language, it becomes difficult for the learner to speak. Therefore, it is important for learners to learn about grammar such as modal verbs, prepositions, and other grammatical features. Because knowing grammar helps learners speak meaningfully and accurately. In summary, fluency, pronunciation, vocabulary, comprehension, and grammar are very important factors in a student's language development. They are connected to achieve the purpose of speaking and to establish communication reasonable and correct. In addition, it is important for the learner to know these five components of speaking ability.

3. Speaking Ability

When we talk about speaking ability, it refers to a combination of different speaking abilities. According to Ratna Sari Dewi, the ability to speak is a combination of several different skills, such as correct form, getting someone to speak under certain circumstances, and the ability to produce verbal sounds by placing the tongue and lips in the correct position. refers to gatherings. (Ratna Sari Dewi, 2015)

Additionally, Clarke quote in Yuna Seong say the ability to speak is a skill used to communicate accurately and effectively in the context of real-world language use. (Yuna Seong, 2017) However,

when someone speaks English, their ability to speak English does not depend on language skills, but also on cultural thinking and use of language communication in social contexts. In summary, speaking ability is a conglomeration of different abilities that depend not only on linguistic competence, but also on the use of verbal communication in cultural and social contexts. And this ability is use to communicate accurately and effectively with others.

Methods

In this study, the authors used quantitative methods for this study. cause

The data from this study are numerical measurements and statistical formulations. This research data displayd as a numeric result. Furthermore, the focus of this study is we will discuss the results of this study in detail. Therefore, the author redestock strategies that affect students' ability to speak while asking and giving opinion. There are two variables considered irrelevant to the talker stick strategy in this study. Speaking ability to seek and express students' opinions over variables and dependencies variable. An independent variable is an influencing variable or factor. The dependent variable is the outcome of the study, but the outcome of the study that is trying to be explain in the research. (John W. Creswell, 2012) Therefore, the writer conducted this study by using experimental design. In addition, there was another reason because the experimental design does not allow authors to choose participants this study happens to be the benchmark for true experimental design.

To include data in this study, the authors began with the following observations. As preliminary data before conducting research. Purpose of observation consists of knowing the characteristics of students and choosing them a class will be an experimental class and which will be a controll class class. We also interview the author about the secondary data. This interviews are conduct only with experimental class students. learning activity. the interview is conduct to find out the answer students learn to ask questions and give opinions using the red stick strategy. The authors use an oral examination as the test instrument. The exam includes : before and after test. experimental and great test the control is the same test, but with a different topic. In the pre-test, the author create a paper consisting of questions put. And I put this piece of paper in the fishbowl. Each student took one pieces of paper in order. Then, after each student understands what is written on the paper, the teacher then ask him/her for his/her opinion on the topic she is written down. paper. For example, students were asked, "Where are the most popular places in the city?" I have been to Binjai." Students must then prepare and select a location about 2 minutes. And students gave their opinions on this topic they got it while the author recorded it. students have time opinion for about 1-2 minutes. While students are giving their opinion. Writer incorporate student feedback. Also appear in the night test.

Meanwhile, the author ask posttest students for their opinion of "a person or people whom he/she worships or loves". Students can mention anyone what she/he thinks this is special to him/her and why she/he loves him/her. Then the author gave at least 1-2 minutes (maximum) for that students give their opinions about someone they worship or love. To for example, students can express their opinion by talking about their best friend. Best friend, good attitude, why he/she loves his/her best friend, what makes him/her special such as wanting to be best friends with him/her. During the test, the author record the students' speaking ability. If necessary, the scribe enters the student's current speaking ability based on the student's grades and a pre-prepare rubric.

Result and Discussion

In this study, researcher use Class 8.3 (8C) MTs. Nurssoburi Binjai as a managerial class. In this class, as in the experimental class, we first took a pre-test similar to the experimental class and learned to ask questions and express opinions. After that, after a pre-test similar to the experimental course, this is a course in which students make remarks, ask questions, and express their opinions. However, there is a difference between the experimental and management classes when it comes to asking questions and giving opinions. In a control class, you are taught to ask questions and express your opinion without being treated like an experimental class The result of pre-test and post-test of controlled class.

No.	Participants' Code	Pre-	Post-	Gained
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		test	test	Score
1	AR	75	75	0
2	AM	80	87	7
3	BTK	70	75	5
4	BNA	60	68	8
5	DRSD	76	80	4
6	DAS	80	75	-5
7	EP	70	74	4
8	HS	84	89	5
9	IR	80	80	0
10	IS	70	78	8
11	MS	55	59	4
12	MS	63	68	5
13	MNJ	76	81	5
14	MR	65	65	0
15	MN	74	68	-6
16	MNA	52	60	8
17	NS	76	80	4
18	NL	72	76	4
19	OR	88	84	-4
20	OB	68	74	6
21	RM	75	75	0
22	SS	78	85	7
23	SDC	78	70	-8
24	SUR	73	80	7
25	SW	75	79	4
26	STH	81	90	9
27	SB	60	65	5
28	ZM	75	75	0
SUM		2029	2115	86
AVERAGE SCORE		72.46	75.53	3,0714278
MINIMUM SCORE		52	59	
MAXIMUM SCORE		88	90	

After collecting and analyzing the data of pre-test and post-test of experimental and control class by using t-test formula on SPSS 26, the researcher noted some important information that can support this research. According to Table 4.1, it presented the description of the experimental class score of pre-test, post-test and gained score. The mean score of pre-test of experimental class was 69.82 with the lowest score was 52 and the highest score was 94. However, after implementing the talking stick strategy on the learning process, the mean score of post-test of experimental class was 80.57 with the lowest score was 68 and highest score was 99. So, it means that implementing Talking Stick Strategy in experimental class as treatments effective on students' speaking ability on asking and giving opinion. It can be seen on students' speaking score before get the treatments of Talking Stick Strategy and after get the treatments of Talking Stick Strategy ($69.82 > 80.57$). Furthermore, in Table 4.2 showed the description of the pre-test, post-test and gained score of control class. The mean score of pre-test of control class was 72.46 with the lowest score was 52 and the highest score was 88. In addition, for the post-test score, the mean score of the control class 75.53 with the lowest score was 59 and the highest score was 90 So, it can be said that there is also improvement on students' speaking ability of asking and giving opinion in control class even though they didn't get any treatments. It can be seen from the students' score who has improvement from 72.46 to 75.53.

In addition, the researcher also did an interview to the students' in order to get their thoughts about using Talking Stick Strategy Talk, ask questions, and express opinions while teaching and learning and also as a supporting evidence of the statistical data of this research. The interview's respondents were students from experimental class which consists of 35 students. Based on the interview, most of the students said that the using of Talking Stick Strategy on the speaking teaching and learning process was interesting, fun, and pleased. Using of Talking Stick Strategy could affected their eagerness to speak confidently because when someone got the stick, she/he need to speak and other students can't interrupted until that person is finished in talking. Also, by implementing talking stick strategy on teaching and learning process, the atmosphere of English teaching and learning speaking in the classroom became more fun and relaxed. The reason is because when applying talking stick strategy, students are required to sing together with other friends while passing the stick to each other. In addition, implementing Talking Stick Strategy also help them to practice their speaking skill, help them to understand more about some expressions of asking and giving opinion and also make all of students can take part of the learning process

According to interviews, most students said that using the Talking Stick strategy in the process of teaching and learning speaking was interesting, fun and enjoyable. Using the talking stick strategy encourages confidence and willingness to speak because once someone has the stick, they must speak and cannot interrupt other students until the person has finished speaking. can affect. Also, by implementing talking stick strategy on teaching and learning process, the atmosphere of English teaching and learning speaking in the classroom became more fun and relaxed. The reason is because when applying talking stick strategy, students are required to sing together with other friends while passing the stick to each other. In addition, implementing Talking Stick Strategy also help them to practice their speaking skill, help them to understand more about some expressions of asking and giving opinion and also make all of students can take part of the learning process. However, when applying Talking Stick Strategy, there is some point that some students dislike. Some students did not like when the stick stopped on her/him accidentally. It is because when she/he got the stick; sometimes she/he felt nervous and did not know what to say. In addition, because some students are too panicked about getting the stick, students tend to distribute the stick not by passing it hand-by-hand, but rather throwing it carelessly. Therefore, to avoid the unexpected things happened, it is very important for teachers who want to implement this strategy to use the sticks that are easy to hold, safe for students, and avoid using sticks made of iron or wood.

Conclusion

Based on the results of the research analysis, Based on the results of research and discussion can be drawn conclusions that:

1. It is proven that there is an influence on students' speaking ability after being taught by using the talking stick strategy.

2. The effect can be seen from the average value of the post-test speaking of the experimental class with a value of 82.01 which is better than the average value of the pre-test speaking before a value of 70.04 which students have never been taught using the talking stick strategy before.

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